DOCUMENT RESUME

ED 178 018 HE 011 941

AUTHOR Lyons, John M.
TITLE Memorandum to a Newcomer to the Field of Institutional Research.
INSTITUTION Association for Institutional Research.
PUB DATE Jan 76
NOTE 41p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Bibliographies; Federal Government; Guides; *Higher Education; *Information Sources; *Institutional Research; *National Organizations; *Professional Associations; Regional Planning; Research and Development Centers; Researchers; *Resource Guides; Statewide Planning
IDENTIFIERS *Association for Institutional Research

ABSTRACT

A descriptive compendium of available resources in the field of institutional research is presented, and intra-institutional data sources, in-house committees, and resource personnel are briefly discussed. Information is provided on: the Association for Institutional Research; eight other professional organizations; 10 national organizations and agencies; state or regional organizations; academic research centers; periodic publications; and other publications. The following professional organizations are described: American Association for Higher Education; American Association of Collegiate Registrars and Admissions Officers; American Association of Community and Junior Colleges; American Association of University Administrators; American Educational Research Association; Operations Research Society of America; Society for College and University Planning; and The Institute of Management Sciences. The following national organizations and agencies are described: Department of Health, Education, and Welfare; Educational Resources Information Center; The National Center for Higher Education Management Systems; American Council on Education; National Association of State Universities and Land Grant Colleges; National Education Association; National Board on Graduate Education; Educational Testing Service; American College Testing Program; and College Entrance Examination Board/College Scholarship Service. A bibliography of publications of the Association for Institutional Research and other recent publications is included. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED178018

MEMORANDUM TO A NEWCOMER

TO THE FIELD OF INSTITUTIONAL RESEARCH

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

AIR

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

John M. Lyons

HE 011 941

Prepared at the request of
the Publications Board

THE ASSOCIATION FOR INSTITUTIONAL RESEARCH

January 1976

Copyright 1976 by
The Association for Institutional Research
217 Education Building
Florida State University
Tallahassee, Florida 32306

PREFACE

This is by design a reference document. Its purpose is to provide the newly appointed institutional research officer with a descriptive compendium of available resources. At first glance, the number of potentially relevant organizations and publications may appear to be almost overwhelming. Why, you ask, did the author not provide some guidance by specifically identifying the most important sources? The truth is, it can't be done. The term Institutional Research covers a broad spectrum of activities which are engaged in across a wide variety of institutional types and settings. As a consequence, what is important in one context may be totally useless in another. Therefore, what the author has tried to do, hopefully with some degree of success, is identify the major information sources available to the practitioner. The evaluation task has been left to someone much better qualified, namely, the individual reader.

Naturally, some acknowledgements are in order. No one, least of all this author, writes a paper of this type without assistance. First and foremost a special debt to Dr. Joe L. Saupe, Director of Institutional Research at the University of Missouri, must be acknowledged. Dr. Saupe's 1967 publication entitled, Memo To A Newcomer To The Field of Institutional Research formed the basis for this current one. In fact, Memo andum To A Newcomer To The Field of Institutional Research simply attempts to update his original study. In addition, my sincere appreciation to my colleagues on the Publications Board who reviewed and critiqued the draft version. And finally, the invaluable contributions of two members of the Program Planning and Analysis staff at UAB, Suzanne Morse and Margaret Muncher, must be recognized.

John M. Lyons
University of Alabama in Birmingham
January 1976

TABLE OF CONTENTS

		Page
I.	Introduction	1
II.	What is the Association for Institutional Research?	5
III.	Other Professional Organizations	6
	A. American Association for Higher Education	6
	B. American Association of Collegiate Registrars and Admissions Officers	6
	C. American Association of Community and Junior Colleges	7
	D. American Association of University Administrators	8
	E. American Educational Research Association	8
	F. Operations Research Society of America	8
	G. Society for College and University Planning	9
	H. The Institute of Management Sciences	9
IV.	Other National Organizations and Agencies	10
	A. Department of Health, Education, and Welfare	10
	B. Educational Resources Information Center	11
	C. The National Center for Higher Education Management Systems	12
	D. American Council on Education	13
	E. National Association of State Universities and Land Grant Colleges	14
	F. National Education Association	16
	G. National Board on Graduate Education	16
	H. Educational Testing Service	17
	I. American College Testing Program	17
	J. College Entrance Examination Board/College Scholarship Service	18
V.	State or Regional Organizations	19
VI.	Academic Research Centers	21
VII.	Periodic Publications	22
VIII.	Other Publications	27
IX.	Bibliography	28
	A. AIR Publications	28
	B. Other Recent Publications	29

MEMORANDUM TO A NEWCOMER TO THE FIELD OF INSTITUTIONAL RESEARCH

I. Introduction

This memo is designed to give a brief orientation to the field of Institutional Research. We hope it may answer certain basic questions and present additional ideas to you as you become better acquainted with this field.

Logically, we should begin this discussion with some precise definition of what is meant by the term "Institutional Research". I can only say I wish we could. During this past decade, colleges and universities have been subjected to considerable pressure, both internal and external, to change their decision-making processes. The more traditional stewardship approach is giving way to what, in the current jargon, is called a management orientation. This type of orientation implies that there are specific goals which the institution wishes to attain and that its planning and budgeting decisions are being made in consonance with these goals. Fundamental to this approach is a planning and management system which provides reliable information for allocation of the institution's current resources--personnel, students, space, and dollars--to the various institutional processes--instruction, research, and public service. One result of this change in administrative philosophy has been that most institutional researchers find themselves spending more and more time compiling data about current institutional operations. Perforce, less and less time can be devoted to the types of studies which have historically enhanced professional stature. How one views this increasing demand for full-time involvement in the immediate problems of the institution depends upon perspective. To set the extremes, should the primary focus of an institutional research office be scholarly research or management analysis? As the following exchange shows, there is considerable diversity of opinion on this topic within the profession.

"An institutional research agency must not be given a task assignment orientation, for although it may have utility, it will have no direction, and the result will be a circular fulfillment of assignments which will generate as many problems as are solved..... A task-oriented agency models its attitudes in conformity with dominant biases and vested interests of the institution, and although it may have high utility for an institution, it cannot be called institutional research. An institutional research agency may accept tasks for which there cannot be discerned any relationship with the goals of higher education, but such acceptances must not be a dominant feature of the agency's efforts if it is to retain the institutional research name. The implication of this last statement is important, and it should be clearly delineated. The institutional research function must not be defined as an array of routine, periodic, or special tasks unrelated to any fundamental concern with the purpose and quality of higher education. Functions do exist as operational entities which sustain academic and administrative activities without regard to their purpose and quality. Sustenance of this kind is important to the continued existence of the institution, but the transitory and essentially aimless role of this type of operational agency does not encompass a sufficient boundary for institutional research."[1]

"An agency attached directly to the office of a president or executive vice-president; it is assigned specific responsibility for carrying on studies needed for the making of important decisions about policies and procedures, and it works toward the

[1]Suslow, Sidney, A Decalaration on Institutional Research, Association for Institutional Research, 1972, p. 2.

primary goal of finding out how to save money that can be used to better advantage."[1]

Obviously, the actual working milieu of most institutional research offices falls somewhere in the middle. Few of us can afford the luxury of doing nothing but basic research and few of us wish to be relegated to the role of resident efficiency expert. I raise the issue for two reasons. One, to point out that, contrary to popular mythology, the current management orientation provides unique research opportunities for those of a scholarly bent--someone in the institution needs to address the issue of how resources and processes interact to produce outputs. And two, to suggest that this apparent philosophical dichotomy is more imaginary than real--we all strive to bring greater rationality to bear on decision processes.

What is Institutional Research then? Well, in the words of the Association for Institutional Research, "it is a multi-disciplinary profession that draws on the relevant techniques and insights of modern management science and educational psychology, welding them into a new analytic approach to institutional governance and the general problems of higher education." The cohesiveness of the membership arises from this common set of concerns and interests. Our reporting hierarchies and operating configurations vary greatly, as they should, for these externalities reflect the nature and role of our institutions and the vagaries of our own personalities. Acknowledging this, there are still certain points of collective wisdom that you may want to keep in mind as you begin work in this field.

A. Intra-institutional Data Sources

The kinds of data most frequently used by institutional researchers can be grouped under five major categories: course data, facilities data, financial data, staff data, and student data. Rarely, however,

---

[1] Russell, John Dale, as quoted in Fenski, Robert H., "Institutional Research" College and University Business, April 1970, 48 (4), p. 10.

will an individual or single office have primary responsibility for the initial collection and periodic updating of all of these major data files. In many cases, none of them will be under the direct supervision of this individual or this office; therefore, it is absolutely essential that you maintain close working relationships with those operating units which do in order to ensure two things: one, that your data needs have been provided for and, two, that when needed, the data are easily accessible.

B. In-house Committees

Most institutional researchers find that in order to be fully effective in their institution, they must devote a considerable amount of time to meeting periodically with various faculty and administrative committees. This activity not only affords a vehicle for keeping abreast of campus issues, but, also, creates the opportunity to suggest data needs or special studies that bear on the topic under discussion. In short, committee involvement maximizes the opportunities for institutional research to have a significant impact on administration.

C. Resource Personnel

As an institutional researcher, you should not expect to encompass personally all of the requisite skills necessary to accomplish your task. Rather, you are strongly encouraged to utilize, to the fullest extent possible, the specialized competencies to be found in the faculty and administrators of your institution. Some institutional researchers have found it useful to formalize this arrangement by creating one or more advisory committees. Irrespective of the particular approach you choose, you will find it benefits you in at least two ways: one, it will greatly expand the range of analytic services that your office can provide; and, two, it will considerably strengthen those informal channels of communication with your colleagues which are so crucial to a

successful institutional research program.

With these general comments as background, we now turn to a number of specific questions that are often raised by new institutional research officers.

II. What is the Association for Institutional Research and how does one apply for membership?

The Association for Institutional Research, established in 1965, is a direct outgrowth of the increasing demands being placed on higher education for accountability. Its potential membership includes both those charged with the direct responsibility for providing the information needed for decisions as well as those who simply seek an opportunity to interchange ideas about new research and planning techniques in this field.

Once a year, the Association brings these constituents together for a forum extending over a few days to explore current topics of particular concern to the membership. Proceedings from this annual forum are published by the Association. Other publications include a periodic Newsletter, a membership Directory which contains both alphabetical and state listings, and a recently initiated quarterly on New Directions for Institutional Research.

If you are actively engaged in, or seriously interested in, research designed to improve the understanding, planning, and operation of colleges and universities, you may wish to become a regular member. This applies whether you are on the staff of an institution or employed by an agency or governmental body concerned with the problems of higher education. Students actively pursuing graduate degrees, who are interested in institutional research and planning, are eligible to become non-voting graduate members at a reduced membership fee.

For additional information, or application for membership, write or phone:

Executive Secretary
The Association for Institutional Research
217 Education Building
Florida State University
Tallahassee, Florida 32306

Telephone: (904) 644-4470

III. To what other professional organizations should I consider applying for membership?

In addition to the Association for Institutional Research, you will probably find one or more of the following organizations helpful in meeting your professional needs.

A. American Association for Higher Education (AAHE)

The American Association for Higher Education is a non-profit professional organization that seeks to clarify and help resolve critical issues in post-secondary education through conferences, publications, and special projects. Its membership includes faculty, students, administrators, trustees, public officials, and interested citizens. All segments of post-secondary education, public and private, non-profit and proprietary, large and small, two-year, four-year, graduate and professional are represented. Given this broad-based constituency, its programs and activities are geared to a general institutional clientele rather than specific specialists. This more global perspective can be extremely valuable for an institutional research officer.

AAHE's publications include College and University Bulletin (monthly), Current Issues in Higher Education (yearly), ERIC/AAHE Research Reports (ten times a year), and The Journal of Higher Education (monthly).

For further information write:

American Association for Higher Education
One Dupont Circle, Suite 780
Washington, D. C. 20036

B. American Association of Collegiate Registrars and Admissions Officers (AACRAO)

The American Association of Collegiate Registrars and Admissions Officers (AACRAO) draws its membership from the areas of admissions, registration and records, financial aid, and

institutional research. Its organizational purposes relate to advancing education, particularly higher education, and enhancing the professional growth of its constituency. AACRAO seeks to accomplish these aims through holding an annual meeting, operating a placement service to aid colleges and universities in filling staff vacancies, encouraging, conducting, and cooperating in research projects germane to the interests of the Association, and publishing professional journals relating to higher education. In addition to these activities, AACRAO sponsors special conferences and workshops throughout the year.

Publications include College and University (quarterly), Newsletter (quarterly), Report of Credit Given (annually/March), World Education Series, as well as other publications of interest to members.

For additional information write:

American Association of Collegiate Registrars
and Admissions Officers
One Dupont Circle, Suite 330
Washington, D. C. 20036

C. American Association of Community and Junior Colleges (AACJC)

The American Association of Community and Junior Colleges is an organization which seeks to advance the professional interests of community and junior college leadership across the country through interaction with national foundations, governments, and corporations.

AACJC has an annual conference, meeting at various locations throughout the United States. Membership is institutional with around 900 of the two-year junior and community colleges belonging. Project interests of the Association include curriculum change, minority education, and administrative and faculty development.

The Association publishes Community and Junior College Journal (monthly), newsletters (monthly), and various bulletins, booklets, and periodicals throughout the year.

For additional information write:

American Association of Community and Junior Colleges
One Dupont Circle, Suite 410
Washington, D. C. 20036

D. American Association of University Administrators (AAUA)

The American Association of University Administrators is an organization designed to promote the professional development of individuals who are engaged in the administration of higher education. AAUA is interested in cultivating the mutuality of interests of those who are engaged in or concerned with the administration of higher education. The national assembly meets annually and AAUA also conducts workshops and seminars throughout the country during the year.

The primary publication is AAUA Communique (quarterly).

For more information wirte:

Dr. Fred A. Bennett
General Secretary
American Association of University Administrators
Post Office Box 425
Geneseo, New York 14454

E. American Educational Research Association (AERA)

AERA is a professional organization of behavioral scientists and educators devoted to the encouragement and improvement of educational research and its application.

The Association publishes Educational Researcher, a monthly newsletter and feature magazine, as well as, American Educational Research Journal and Review of Educational Research published on a quarterly basis.

For further information write:

Executive Officer
American Educational Research Association
1126 Sixteenth Street, N.W.
Washington, D. C. 20036

F. Operations Research Society of America (ORSA)

ORSA is primarily concerned with the establishment and maintenance of professional standards for the field of Operations Research. The membership consists of both practitioners and academicians; and, is drawn chiefly from business, government

agencies, colleges and universities, and the military services. Those institutional researchers making use of the management tools and techniques developed by this discipline, may want to consider joining. The Society annually sponsors two meetings which are technically and geographically diverse.

ORSA publishes several journals of interest: Operations Research Journal (bimonthly), Transportation Science (quarterly), and OR/MS Today (bimonthly) published jointly with The Institute of Management Sciences.

For additional information write:

Operations Research Society of America
428 East Preston Street
Baltimore, Maryland 21202

G. Society for College and University Planning (SCUP)

SCUP's focus is the institutional planning process. Its membership includes facilities, financial, and program planners. In addition to an annual plenary session, SCUP sponsors a number of more specialized conferences and workshops throughout the year. Both corporate (i.e., institutional) and individual memberships are available.

Planning for Higher Education, the bimonthly journal of the Society sent without charge to members, encompasses in its articles a full range of subjects relating directly and indirectly to long range planning concerns.

For additional information write:

Society for College and University Planning
3 Washington Square Village
New York, New York 10012

H. The Institute of Management Sciences (TIMS)

The Institute of Management Sciences is an international society for those interested in identifying, extending, and unifying the scientific knowledge base pertaining to management. A wide range of industries and occupations is represented in the membership. TIMS holds two annual meetings--one American and one International. Institutional researchers interested in Management Science should seriously consider participating

in this organization.

Publications include Management Science (monthly) and Interfaces (quarterly). In addition, OR/MS Today (bimonthly) and, as of January 1976, Mathematics of Operations Research (quarterly) are published jointly with ORSA.

For additional information write:

The Institute of Management Sciences
146 Westminster Street
Providence, Rhode Island 02903

IV. What are the other national organizations and agencies with which I should be familiar?

The following list, while by no means definitive, identifies the major governmental agencies and other organizations of national scope which are concerned with problem areas germane to the field of Institutional Research.

A. Department of Health, Education, and Welfare (HEW)

In recent years there has been an increasing demand at the Federal level for the compilation of educational data particularly in the area of higher education. As a result of this need, the National Center for Education Statistics, located in the Office of the Assistant Secretary for Education, has initiated an annual series of surveys entitled, "The Higher Education General Information Survey (HEGIS)". These surveys are coordinated by the Higher Education Surveys Branch (HESP) of the Division of Survey Planning and Analysis (DSPA) and serve as an organized and standardized form for the reporting of data by institutions of higher education. Normally the institutional research office assumes responsibility for completing these forms or coordinating the responses of other campus agencies. This survey, which is distributed annually as a single package, contains sections on institutional characteristics, opening fall enrollments,

earned degrees conferred, upper division and post-baccalaureate enrollment by degree field, faculty salaries by academic rank, and the status and operations of the fiscal structure. Data on administrative staff salaries, libraries, and the characteristics and quantities of the institution's physical facilities are also collected on a periodic basis. The processed data and tabulations are made available through the U. S. Government Printing Office. In the past, the time lag between institutional data submission and publication has limited the usefulness of this service. Recently, the National Center for Education Statistics has inaugurated EDSTAT II, a terminal accessed, on-line educational data system. EDSTAT II will make available data on elementary and secondary education, post-secondary education, adult and vocational education, multi-level libraries, and socio-economic census data. Included in the higher education portion of their files are these HEGIS data.

Further information concerning this annual HEGIS survey and the recently created EDSTAT II network can be obtained by writing:

National Center for Education Statistics
Office of the Assistant Secretary for Education
Department of Health, Education, and Welfare
Washington, D. C. 20202

For a more complete listing of U. S. Government publications in the area of education, write to:

Superintendent of Documents
Government Printing Office
Washington, D. C. 20402

B. Educational Resources Information Center (ERIC)

ERIC is a national information system developed by the U. S. Office of Education and now operated by the National Institute of Education. It consists of a coordinating staff in Washington, D. C. and sixteen clearinghouses located at universities or with professional organizations across the country. Each of these specialized centers is responsible for a particular educational level or field

of study and performs three major functions. One, it acquires and processes documents pertaining to its specialty area which are of interest to the educational community. These documents are included in the ERIC microfiche collection and are referenced in the monthly biographical journal Resources in Education. Two, it indexes and annotates relevant journal articles for the monthly publication Current Index to Journals in Education. Three, it publishes interpretive summaries and selective bibliographies on current issues in education.

ERIC Clearinghouses of particular interest to institutional researchers are the following:

Career Education
204 Gabel Hall
Northern Illinois University
DeKalb, Illinois 60115

Counseling and Personnel Services
University of Michigan
School of Education Building, Room 2108
East University & South University Streets
Ann Arbor, Michigan 48104

Educational Management
University of Oregon
Eugene, Oregon 97403

Higher Education
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D. C. 20036

Information Resources
Stanford Center for Research
and Development in Teaching
Stanford, California 94305

Junior Colleges
University of California at Los Angeles
Powell Library, Room 96
405 Hilgard Avenue
Los Angeles, California 90024

Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08540

C. The National Center for Higher Education Management Systems (NCHEMS)

In the late 1960's, many institutions began to experience the

financial crunch which subsequently has become commonplace. This gave rise, in 1969, to the Federal Government providing funds to the Western Interstate Commission for Higher Education (WICHE) for the development of a management information system for colleges and universities. The WICHE management information system project attracted national interest. Their task forces became the focus of inter-institutional exchange of information, while their publications and training seminars identified the useful work occurring throughout the community. Subsequently, the Federal government recognized the national scope of their role by creating a National Center for Higher Education Management Systems (NCHEMS) at WICHE. Today, this center is considered by many to be the most prestigious and influential of its kind in the entire country.

For further information on current activities and publications of this center, write to:

National Center for Higher Education Management Systems
Western Interstate Commission for Higher Education
Post Office Drawer P
Boulder, Colorado 80302

D. American Council on Education (ACE)

While ACE's programs cover the full spectrum of education, there are two organizational units of the Council staff whose activities relate directly to the concerns of Institutional Research.

The Division of Educational Statistics is housed within the Office of Administrative Affairs and Educational Statistics. Its primary mission is to provide information resources in support of the policy and planning activities of ACE and other associations concerned with post-secondary education. The Division's Data Resources Center maintains a computerized data bank which is available to the educational community. Included in this data bank's files are the results of the Council's annual survey of students and the HEGIS tapes. On a quarterly basis, the Division publishes the Fact Book on Higher Education, a handbook that condenses into useful tables and charts data on enrollment, social and economic factors related

to higher education, student and faculty characteristics, and earned degrees.

The Policy Analysis Service was created in August, 1973 to provide response capability on public policy issues in education. It is concerned with the systematic analysis of plans and proposals aimed at improving post-secondary education legislation. Some of the topic areas that have been covered to date are tuition, inflation, and financial alternatives.

For further information about these units or other ACE services and publications, write:

American Council on Education
One Dupont Circle
Washington, D. C. 20036

E. National Association of State Universities and Land Grant Colleges (NASULGC)

The National Association of State Universities and Land Grant Colleges serves as a cohesive force for that special segment of public higher education represented by state universities and land grant colleges. The Association acts as a catalyst to bring the collective strength of the membership to bear on key educational issues which concern them. It also seeks to focus public attention on the vast contributions that state universities and land grant colleges have made to the nation through the years.

Four regular informational newsletters are published by the Association. They are:

1. The Circular Letter - published by the Office of the Executive Director, this newsletter is known within the Association as the "Green Sheet" and is issued about thirty times a year, strictly to member institutions.
2. For Your Information - published by the Office of

Research and Information, FYI reports significant developments in public higher education. This publication, which is distributed to the mass media, foundations, public and private agencies, as well as to key officials of member institutions, seeks to inform the public of the needs, accomplishments, and innovative programs of NASULGC institutions. It is released approximately twenty times a year.

3. The International Newsletter - published by the International Program Office, this newsletter is distributed to designated officials of member institutions who are concerned with international activities. The publication reports on significant legislation in the international field, as well as, the international program activities of member institutions. It is released monthly.

4. Advancement Newsletter - published monthly by the Office for Advancement of Public Negro Colleges, this newsletter is distributed to the mass media, foundations, public and private agencies, corporate executives, and key officials of the institutions served by the Office. It provides information on the accomplishments of Public Negro Colleges, especially in the field of development. It is issued alternately with Profile in Success, a series of reports, each of which highlights an outstanding activity at a member institution.

In addition to these publications, The Office of Research and Information of NASULGC publishes an annual report entitled Appropriations of State Tax Funds for Operating Expenses of Higher Education, which is compiled by Dr. M. M. Chambers of Illinois State University. This particular publication is considered to be among the best and most current of those available on State appropriations.

For further information about this Association's activities and publications, write to:

National Association of State Universities
and Land Grant Colleges
One Dupont Circle, Suite 710
Washington, D. C. 20036

F. National Education Association (NEA)

The Research Office of NEA conducts periodic studies of faculty salaries within higher education. Intermittently, they also do research on other aspects of higher education that might be helpful to Institutional Researchers.

For more information, write to:

National Education Association
Office of Research
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

G. National Board of Graduate Education

The Conference Board of Associated Research Councils* established the National Board on Graduate Education in 1971 to provide a means for an unbiased, thorough analysis of graduate education today and its relation to American society in the future. It is an autonomous body of twenty-six persons from the public and private sectors, chosen for their knowledge and interest in graduate education.

The Board's role is investigative and issue-oriented, with activities designed to provide a solid base of information and conceptual analysis to support its conclusions and recommendations. Its primary focus is doctoral level education in the humanities; social, biological, and natural sciences; and engineering.

For further information about the activities and publications of this Board, write to:

Staff Director
National Board on Graduate Education
2101 Constitution Avenue, N. W.
Washington, D. C. 20418

*Composed of the American Council on Education, the Social Science Research Council, the American Council of Learned Societies, and the National Research Council.

H. Educational Testing Service (ETS)

ETS offers a wide variety of programs and services to the higher education community. Those activities which relate most directly to the field of Institutional Research can be grouped under four program headings:

1. The Institutional Research Program which provides survey instruments and services for institutional self-study, accrediting, and planning.
2. The Community and Junior College Program which focuses on the needs of the two year colleges. For example, a self-study instrument was developed to provide faculty and administrators with data about how students perceive their college environment and experiences.
3. The Undergraduate Program which offers examinations in a number of academic areas for measurement and evaluation purposes.
4. Non-Traditional Study - ETS, along with a task force of ten institutions, is working on the problem of defining, measuring, and evaluating learning outside the classroom through the Cooperative Assessment of Experiential Learning Project.

For further information about the activities and publications of ETS, write to:

Institutional Research Program for Higher Education
Educational Testing Service
Princeton, New Jersey 08540

I. American College Testing Program (ACT)

The Research and Development Division of ACT conducts a broad program of research on college students, the results of which are published in report form as well as a newsletter. ACT will also provide assistance in developing survey instruments for select collegiate populations. Institutions which utilize the ACT testing program, will want to investigate the additional research services available to member schools.

For further information about the activities and publications of this organization, write to:

Research and Development Division
American College Testing Program
P. O. Box 168
Iowa City, Iowa 52240

J. College Entrance Examination Board/College Scholarship Service (CEEB/CSS)

The College Entrance Examination Board is an institutional membership organization of some 2,200 colleges, schools, systems, and educational associations. Throughout the years, CEEB has sponsored a substantial research program focusing on the complex problems of the transition from secondary school to college. These studies range from the development of an examination program for predicting college success to the measurement of differences in institutional environments. Other topics include admissions policies, minority problems, the economics of student financial aid, career development, and aspects of counseling and guidance.

In addition to The College Board News (a newsletter) and College Board Review (a quarterly magazine), CEEB publishes a wide range of books and booklets which you might find of interest.

Further information about the Board's research activities and publications can be obtained by writing to:

Vice President for Program Planning and Research
College Entrance Examination Board
888 Seventh Avenue
New York, New York 10019

A division of the CEEB which may be of particular interest to Institutional Researchers is the College Scholarship Service (CSS). CSS assists post-secondary institutions, state scholarship programs, and other organizations in determining the "financial need" of students participating in various federal,

state, and institutional aid programs.

For additional information write:

Executive Director, College Scholarship Service
College Entrance Examination Board
888 Seventh Avenue
New York, New York 10019

V. What state-level agencies or regional compacting organizations sponsor activities related to Institutional Research?

Most states now have some type of centralized coordinating or governing board for higher education. Since Institutional Researchers often find the analytic value of their in-house studies severely circumscribed by the lack of compatable data from other schools, the research and statistics gathering activities of these state-level agencies can fill an important information gap. While you are probably reasonably familiar with the research and publication output of the equivalent organization in your state, where do you turn to find out about comparable efforts in other states? As a starting point, contact the Education Commission of the States (ECS) and the State Higher Education Executive Officers Association (SHEEO).

A. Education Commission of the States (ECS)

ECS began as a liaison organization to get educators, legislators, and governors to talk over common problems. There are seven representatives from each member unit (45 states, Puerto Rico, and the Virgin Islands comprise the membership units).

In addition to serving as a national clearinghouse on educational matters for state and federal government personnel, ECS also administers a number of research projects funded from Federal and private sources.

For further information write:

Research and Information Service Department
Education Commission of the States
1860 Lincoln Street
Denver, Colorado 80203

B. State Higher Education Executive Officers Association (SHEEO)

SHEEO is a national organization representing the executive officers

of the statewide coordinating or governing boards for post-secondary or higher education. There are 47 states eligible for membership (central agencies and Canadian provinces are eligible for associate membership). The organizational purpose is to form a communication link among and between the states concerning common problems, achievements, and objectives. SHEEO holds two annual meetings, the Spring meeting being held in Washington, D. C. to have closer communication with Congress and Federal agencies.

For more information write:

SHEEO, Secretary
Higher Education Division
Education Commission of the States
1860 Lincoln Street
Denver, Colorado 80203

The three regional compacts for higher education are another good source of inter-institutional research studies and statistical data. For further information about their activities and publications, write to:

Director of Research
New England Board of Higher Education
40 Grove Street
Wellesley, Massachusetts 02181

Executive Director
Western Interstate Commission for Higher Education
Post Office Drawer P
Boulder, Colorado 80302

Director of Research on Higher Education
Southern Regional Education Board
130 Sixth Street, N.W.
Atlanta, Georgia 30313

You should also check with your neighboring colleagues, or the Executive Secretary of the Association for Institutional Research, to see if your locale has formed a state or regional group to carry out cooperative studies or to exchange ideas and reports. The following are exemplary of such regional/state associations.

Northeastern Association for Institutional Research
Contact Person: Molly C. Broad
Office of Institutional Research
Syracuse University
Syracuse, New York 13210

Rocky Mountain Association for Institutional Research
Contact Person: Leland H. Campbell
Brigham Young University
Provo, Utah 84601

Southern Conference on Institutional Research
Contact Person: Denise Strenglein
Office of Institutional Studies
University of South Florida
Tampa, Florida 33620

California Association for Institutional Research
Contact Person: Sidney Suslow
Office of Institutional Research
University of California
Berkeley, California 94720

North Carolina Association for Institutional Research
Contact Person: Robert M. Ussery
Office of Institutional Research
East Carolina University
Greenville, North Carolina 27834

VI. Where are the academic research centers for the study of higher education?

With the increasing research emphasis on the problems facing higher education, a number of universities have established academic centers or institutes to undertake a specific program of studies in this area. The following list, while by no means definitive, is representative of the breadth of such activity.

Institute of Higher Education Research and Service
University of Alabama
Post Office Box 6293
University, Alabama 35486

Center for Higher Education
Arizona State University
Tempe, Arizona 85281

Center for Research and Development in Higher Education
University of California
Berkeley, California 94720

Laboratory for Research on Higher Education
Graduate School of Education
University of California
Los Angeles, California 90024

Center for Research and Training in Higher Education
University of Cincinnati
Cincinnati, Ohio 45221

Institute of Higher Education
University of Florida
Gainesville, Florida 32601

Institute of Higher Education
University of Georgia
Athens, Georgia 30601

Center for the Study of Higher Education
Hostra University
Hempstead, New York 11550

Center for Higher Education
Illinois State University
Normal, Illinois 61761

Center for the Study of Higher Education
University of Michigan
Ann Arbor, Michigan 48104

Higher Education Center
University of Minnesota
Burton Hall
Minneapolis, Minnesota 55455

Center for the Study of Higher Education
Pennsylvania State University
University Park, Pennsylvania 16802

Educational Policy Research Center
Syracuse University
Syracuse, New York 13210

Center for Higher Education
University of Virginia
Charlottesville, Virginia 22903

Descriptions of their programs and publications can be secured by writing.

VII. To what periodic publications should an Office of Institutional Research subscribe?

People come into the field of Institutional Research from a wide variety of academic specialties. We encourage you, if at all possible, to maintain these disciplinary ties through teaching, publications, and other means. The journals listed here consistently carry articles that bear directly on your activities as an Institutional Researcher. We particularly want to call your attention to New Directions for Institutional Research, a quarterly sourcebook, published by Jossey-Bass in cooperation with the Association for

Institutional Research. The recent emergence of a journal devoted exclusively to this field is a positive sign that the profession has come of age.

AAUP Bulletin. Published quarterly by the American Association of University Professors. Particularly significant is the annual survey of faculty salaries reported in this journal. Subscription address: One Dupont Circle, Washington, D. C. 20036. $10 per year.

Administrative Science Quarterly. Published by the Graduate School of Business and Public Administration at Cornell University. This journal presents current empirical investigations and theoretical analyses in the field of administrative science. Subscription address: Malott Hall, Cornell University, Ithaca, New York 14850. $10 per year.

Change Magazine. A publication concerned with the issues and problems surrounding higher education. It is geared for governing boards, department heads, administrative and faculty personnel as well as anyone interested in current developments in higher education. Subscription address: NBW Tower, New Rochelle, New York 10801. $12 per year.

College and University. Published quarterly by the American Association of Collegiate Registrars and Admissions Officers. Subscription address: Publication Office, One Dupont Circle, N.W., Suite 330, Washington, D. C. 20036. $8 per year.

College Student Personnel Abstracts. Published quarterly by the Institute of Administrative Studies at Claremont. Contains annotated references to recent books, journal articles, and reports on college students. Subscription address: Claremont Graduate School, Claremont, California 91711. $22 per year individual, $27 per year institutional.

Grapevine. This periodic newsletter reports on State tax legislation; State appropriations for universities, colleges, and junior colleges; as well as, legislation affecting education beyond high school. Communications concerning this publication should be addressed to Dr. M. M. Chambers, Department of

Educational Administration, Illinois State University, Normal, Illinois 61716.

Harvard Educational Review. Published quarterly by the Graduate School of Education, Harvard University. Subscription address: Subscription Office, Longfellow Hall, 13 Appian Way, Cambridge, Massachusetts 02138. $12 per year.

Higher Education. An international journal of higher education and educational planning published quarterly by Elsevier Scientific Publishing Company in The Netherlands. This publication includes the problems and concerns of European higher education. Subscriptions can be placed through American Elsevier Publishing Company, Inc., 52 Vanderbilt Avenue, New York, New York 10017. $17.50 per year.

Improving College and University Teaching. Published quarterly by Oregon State University Press. Subscription address: 101 Waldo Hall, Oregon State University, Corvallis, Oregon 97331. $6 per year.

Intellect. (Formerly School and Society) Published monthly by the Society for the Advancement of Education. Since 1919 it has published an annual higher education enrollment survey. Subscription address: 1860 Broadway, New York, New York 10023. $12 per year.

Journal of Human Resources. Published four times a year under the auspices of the Industrial Relations Institute and the Institute for Research on Poverty at the University of Wisconsin. Its topic areas are Education, Manpower, and Welfare Policies. Subscription address: Journals Department, The University of Wisconsin Press, Box 1379, Madison, Wisconsin 53701. $10 per year.

Nation's Schools and Colleges. Published monthly by McGraw-Hill for academic and business officials. This magazine represents a merger of two previous publications, College and University Business and Nation's Schools. Disbribution is quite limited. Check with your chief

business officer or McGraw-Hill Publisher, 230 West Monroe Street, Chicago, Illinois 60606. $15 per year.

New Directions for Community Colleges. Published quarterly by authorities active in two year colleges who bring their expertise to bear on the special problems, purposes, and concerns of the community colleges. Subscription address: Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111. $15 per year.

New Directions for Higher Education. Published quarterly, this sourcebook provides administrators and faculty members with coherent summaries of recent research on the organizational and curricular changes being proposed for four year colleges and universities. Subscription address: Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111. $15 per year.

New Directions for Institutional Research. Published quarterly in co-operation with the Association for Institutional Research, each issue brings together analysis and commentary on a single important topic. Subscription address: Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111. $15 per year.

Phi Delta Kappan. Published monthly by Phi Delta Kappa. Subscription address: Eighth Street and Union Avenue, Bloomington, Indiana 47401. $6.50 per year.

Research in Higher Education. Published quarterly by APS Publications, Inc. A new journal (1973) edited by Charles F. Elton which covers the full spectrum of higher education topics. Subscription address: APS, 150 Fifth Avenue, New York, New York 10011. $20 per year.

Review of Educational Research. Published four times a year by the American Educational Research Association. Subscription address: American Educational Research Association, 1126 Sixteenth Street, N.W., Washington, D. C. 20036. $10 per year - free to members.

The Chronicle of Higher Education. Published 42 times a year, this newspaper has become the administrator's bible for timely information on what is happening around the country and at the national level in higher education. Subscription address: 1717 Massachusetts Avenue, N.W., Washington, D. C. 20036. $20 per year.

The Educational Record. Concerned with the broad range of issues affecting contemporary higher education. Published quarterly by the American Council on Education. One Dupont Circle, Washington, D.C. 20036. $10 per year.

The ERIC/Higher Education Reports. Ten brief, readable reports annually. Each one summarizes the available research on a particular topic of current concern to college and university administrators. Subscription address: American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D. C. 20036. AAHE members - $15, all others - $25 per year.

The Journal of College Student Personnel. Published bi-monthly by the American College Personnel Association. Subscription address: Subscription Manager, 1605 New Hampshire Avenue, N. W., Washington, D. C. 20009. $15 per year.

The Journal of Educational Research. Published monthly by Dembar Educational Research Services. Most articles deal with problems of elementary and secondary education. Subscription address: Dembar Educational Research Services, Inc., 2101 Sherman Avenue, Box 1605, Madison, Wisconsin 53701. $10 per year.

The Journal of Experimental Education. Published quarterly by Dembar Educational Research Services, Inc. Contains research studies on colleges and universities and, also, elementary and secondary schools. Subscription address: Dembar Educational Research Services, Inc., 2101 Sherman Avenue, Box 1605, Madison, Wisconsin 53701. $10 per year.

The Journal of Higher Education. Published monthly by the Ohio State University Press. Subscription address: 2070 Neil Avenue, Columbus, Ohio 43210. $10 per year.

All of the major publishing houses will from time to time offer titles that are of interest to Institutional Researchers. There are, however, three publishing sources which do so consistently.

A. The various university presses--a listing of these presses, with addresses, can be secured from:

American University Press Services, Inc.
One Park Avenue
New York, New York 10016

B. American Elsevier--this is the American outlet for Elsevier Scientific Publishing Company in The Netherlands. Their Studies on Education series contains a number of titles that will be of great value to anyone interested in European higher education.

American Elsevier Publishing Company, Inc.
52 Vanderbilt Avenue
New York, New York 10017

C. Jossey-Bass--a publishing house with heavy emphasis on American higher education.

Jossey-Bass Inc., Publishers
615 Montgomery Street
San Francisco, California 94111

VIII. What other publications relating to the field of Institutional Research might be helpful to me?

For your convenience we have included with this memorandum two bibliographies. The first lists the publications of the Association for Institutional Research. The second is a brief listing of some of the more recent (i.e., 1970 or later) publications which directly address areas of concern to Institutional Researchers. In no sense should the latter be considered exhaustive; rather, it simply represents a convenient starting point from which to become acquainted with the scope and variety of topical interests encompassed by this profession. For the sake of brevity, journal articles, U. S. Office of Education publications, and other items mentioned

specifically in the text have been excluded from the list.

We are aware of the fact that, because of the lag-time, reading the published literature in any field does not provide a totally satisfactory means of keeping current. Two things can help you overcome this deficiency. One, take full advantage of the annual forum sponsored by the Association for Institutional Research. It affords an excellent opportunity to get to know your colleagues; and, the papers presented there can keep you abreast of the state of the art. (N.B., A selection of these contributed papers is published annually by the Association.) Two, begin as soon as possible to develop an informal research exchange network with the other practitioners you meet.

This paper has, by necessity, focused on the external aspects of institutional research. Yet, whether or not you find this profession to be personally satisfying will be primarily determined by your impact on your own campus. To be effective, your activities must influence the institutional decision processes in some meaningful way. The key is developing a coherent research program geared to the needs of your administration and faculty. We wish you every success in this critical undertaking.

IX. Bibliography

A. Association for Institutional Research's Publications

Proceedings

1967 The Instructional Process and Institutional Research

1968 Institutional Research and Academic Outcomes

1969 The Challenge and Response of Institutional Research

1970 Institutional Research and Communication in Higher Education

1971 Institutional Research and Institutional Policy Formulation

1972 Reformation and Reallocation in Higher Education

1973 Tomorrow's Imperatives Today

1974 Public Policy: Issues and Analyses

Bibliographies

1966-67 An Annotated Bibliography of Institutional Research

1967-68 An Annotated Bibliography of Institutional Research

1970-71 An Annotated Bibliography of Institutional Research

1971-72 An Annotated Bibliography of Institutional Research

1972-73 An Annotated Bibliography of Institutional Research

1973-74 An Annotated Bibliography of Institutional Research

Other

A Declaration on Institutional Research, by Sidney Suslow

The following documents are out-of-print and available only from:

ERIC Document Reproduction Service
Post Office Box 190
Arlington, Virginia 22210

Proceedings:

1963 The Role of Institutional Research in Planning

1964 A Conceptual Framework for Institutional Research

1965 Design and Methodology in Institutional Research

1966 Research on Academic Input

Bibliographies:

1968-69 An Annotated Bibliography of Institutional Research

1969-70 An Annotated Bibliography of Institutional Research

Other:

The Nature and Role of Institutional Research ... Memo to a College or University, by Joe L. Saupe and James R. Montgomery

B. A selected bibliography of recent publications of interest to Institutional Researchers:

A Choice of Futures, Report of the Commission on Education Planning, Walter H. Worth, Commissioner, The Cabinet Committee on Education, Edmonton, Alberta, 1972.

A Digest of Reports of the Carnegie Commission on Higher Education, New York: McGraw-Hill Book Company, 1974.

A National Policy for Private Higher Education: The Report of a Task Force of the National Council of Independent Colleges and Universities, Washington: Association of American Colleges, 1974.

Administrative Compensation Survey, 1973-74, Washington: College and University Personnel Association, 1974.

Ahamad, Bashir, and Blaug, Mark, The Practice of Manpower Forecasting, San Francisco: Jossey-Bass Inc., Publishers, 1973.

Alden, John Weidman, The Utilization of University Resources by Graduate Students, Urbana-Champaign: University of Illinois, 1971. (Unpublished Dissertation)

An Annotated Bibliography on Graduate Education, 1971-72. Washington: The National Board on Graduate Education, 1972.

Argyris, Chris, and Schon, Donald A., Theory in Practice: Increasing Professional Effectiveness, San Francisco: Jossey-Bass Inc., Publishers, 1974.

Ashby, Eric, Adapting Universities to a Technological Society, San Francisco: Jossey-Bass Inc., Publishers, 1974.

Astin, Alexander W., Preventing Students From Dropping Out, San Francisco: Jossey-Bass Inc., Publishers, 1975.

Balderston, Frederick E., Managing Today's University, San Francisco: Jossey-Bass Inc., Publishers, 1974.

Barak, Robert J., Research in Postsecondary Education, 1974, Iowa City: American College Testing Program, 1974.

Ben-David, Joseph, American Higher Education, New York: McGraw-Hill Book Company, 1972.

Benson, Charles S., and Hodgkinson, Harold L., Implementing the Learning Society, San Francisco: Jossey-Bass Inc., Publishers, 1974.

Berdahl, Robert A., Statewide Coordination of Higher Education, Washington: American Council on Education, 1971.

Bloland, Harold G., and Bloland, Sue M., American Learned Societies in Transition, Manchester: McGraw-Hill Book Company, 1974.

Bowen, Howard R., and Bailey, Stephen K., The Effective Use of Resources: Financial and Human, Washington: Association of Governing Boards of Universities and Colleges, 1974.

Breneman, David W., Graduate School Adjustments to the "New Depression" in Higher Education, Washington: National Board on Graduate Education, 1975.

Butcher, H. J., and Pont, H. B., Educational Research in Britain 3, New York: Crane, Russak and Company, 1973.

Chambers, M. M., Higher Education and State Governments, 1970-75, Danville: Interstate Printers and Publishers, 1974.

Cheit, Earl F., The New Depression in Higher Education: A Study of Financial Conditions at 41 Colleges and Universities, New York: McGraw-Hill Book Company, 1971.

Cheit, Earl F., The New Depression in Higher Education: 2 Years Later, New York: McGraw-Hill Book Company, 1973.

Cohen, Arthur M., and associates, College Responses to Community Demands, San Francisco: Jossey-Bass Inc., Publishers, 1975.

College and University Business Administration, Third Edition, Washington: National Association of College and University Business Officers, 1974.

Commonwealth Universities and Society, London: Association of Commonwealth Universities, 1974.

Computer Services/Universities, Columbus: Ohio Board of Regents, 1974.

Computing and the Decision Makers: Where Does Computing Fit in Institutional Priorities?, Princeton: EDUCOM, 1974.

Continuing Education Unit: Criteria and Guidelines, Washington: National University Extension Association, 1974.

Cope, Robert, and Hannah, William, Revolving College Doors: The Causes and Consequences of Dropping Out, Stopping Out, and Transferring, New York: John Wiley and Sons, 1975.

Cross, K. Patricia, Valley, John R., and associates, Planning Non-Traditional Programs, San Francisco: Jossey-Bass Inc., Publishers, 1973.

Diener, Thomas, College Teaching and Teachers: Legal Implications of Academic Affairs, University: University of Alabama, 1974.

Dresch, Stephen P., An Economic Perspective on the Evolution of Graduate Education, Washington: National Academy of Sciences, 1974.

Dressel, Paul L., and Mayhew, Lewis B., Higher Education as a Field of Study, San Francisco: Jossey-Bass Inc., Publishers, 1974.

Dressel, Paul L., et.al., Institutional Research in the University: A Handbook, San Francisco: Jossey-Bass Inc., Publishers, 1971.

Dresser, David L., and Chapman, David W., The Finance of Doctoral Education: Revenues, Expenditures, Costs, and Formulas, New York: New York State Board of Regents, 1972.

Education for Health Administration, (Volume I and Volume II), Ann Arbor: University of Michigan Press, 1975.

Embling, Jack, A Fresh Look at Higher Education: European Implications of the Carnegie Commission Reports, New York: American Elsevier Publishing Company, 1974.

Epstein, Leon D., Governing the University: The Campus and the Public Interest, San Francisco: Jossey-Bass Inc., Publishers, 1973.

Facts and Futures: What's Happening Now in Computing for Higher Education, Princeton: EDUCOM, 1974.

Faculty Tenure, San Francisco: Jossey-Bass Inc., Publishers, 1973.

Federal Policy Alternatives Toward Graduate Education, Washington: National Board on Graduate Education, 1974.

Fein, Rashi and Weber, Gerald I., Financing Medical Education: An Analysis of Alternative Policies and Mechanisms, New York: McGraw-Hill Book Company, 1971.

Feldman, Saul D., Escape From the Doll's House: Women in Graduate and Professional School Education, Hightstown: McGraw-Hill Book Company, 1973.

Financing Postsecondary Education: Policy Development and Decision Making, Denver: Education Commission of the States, 1975.

Freeman, Richard B., and Breneman, David W., Forecasting the Ph.D. Labor Market: Pitfalls for Policy, Washington: National Academy of Sciences, 1974.

Furniss, W. Todd, and Graham, Patricia Albjerg, Women in Higher Education, Washington: American Council on Education, 1973.

Glenny, Lyman A., and Kidder, James R., State Tax Support of Higher Education: Revenue Appropriation Trends and Patterns, 1963-73, Denver: Education Commission of the States, 1974.

Graduate Education: Purposes, Problems, and Potential, Washington: National Board on Graduate Education, 1972.

Gross, Edward, and Grambsch, Paul V., Changes in University Organization, 1964-71, Manchester: McGraw-Hill Book Company, 1974.

Gross, Francis McKenzie, A Comparative Analysis of the Existing Budget Formulas Used for Justifying Budget Requests or Allocating Funds for the Operating Expenses of State-Supported Colleges and Universities, Knoxville: University of Tennessee, 1973. (Unpublished Dissertation)

Guidelines for Increasing Efficiency in Graduate Education, Sacramento: Coordinating Council for Higher Education, State of California, 1971

Hamilton, Malcolm C., A Directory of Educational Statistics: A Guide to Sources, Ann Arbor: Pierian Press, 1974.

Harvard University Program on Technology and Society, 1964-72, Cambridge: Harvard Information Office, 1972.

Heinlein, Albert C., Decision Models in Academic Administration, Kent: Kent State University Press, 1974.

Henderson, Algo D., and Henderson, Jean Glidden, Higher Education in America, San Francisco: Jossey-Bass Inc., Publishers, 1974.

Higher Education and Service to Our States: Proceedings of the 23rd Legislative Work Conference, Atlanta: Southern Regional Education Board, 1974.

Hodgkinson, Harold L., Institutions in Transition, New York: McGraw-Hill Book Company, 1971.

Hodgkinson, Harold L., The Campus Senate: Experiment in Democracy, Berkeley: Center for Research and Development in Higher Education, 1973.

Hook, Sidney, Kurtz, Paul, and Todorovich, Miro, The Idea of A Modern University, Buffalo: Prometheus Books, 1974.

Hunter, Beverly, et.al., Learning Alternatives in U. S. Education: Where Student and Computer Meet, Englewood Cliffs, New Jersey: Educational Technology Publications, 1975.

Johnson, Roosevelt, Black Scholars on Higher Education in the 70's, Washington: ECCA Publications, 1974.

Jones, Philip E., Education in Australia, Handen: Shoe String Press, Incorporated, 1973.

Karkhanis, Sharad, Open Admissions: A Bibliography, 1968-73, New York: City University of New York, 1974.

Kauffman, Joseph F., The Selection of College and University Presidents, Washington: Association of American Colleges, 1974.

Kinzer, Joan L., and El-Khawas, Elaine H., Compensation Practices for Graduate Research Assistants: A Survey of Selected Doctoral Institutions, Washington: American Council on Education, 1974.

Knoell, D. M., and McIntyre, Charles, Planning Colleges for the Community, San Francisco: Jossey-Bass Inc., Publishers, 1974.

Kutina, Kenneth Lee, A Program Oriented Planning System for Academic Health Centers, Cleveland: Case Western Reserve University, 1974.

Lahti, Robert E., Innovative College Management, San Francisco: Jossey-Bass Inc., Publishers, 1973.

Lee, Eugene C., and Bowen, Frank M., The Multicampus University, New York: McGraw-Hill Book Company, 1971.

Lester, Richard A., Antibias Regulation of Universities: Faculty Problems and Their Solutions, New York: McGraw-Hill Book Company, 1974.

Lumsden, Keith G., Efficiency in Universities, New York: American Elsevier Publishing Company, Incorporated, 1974.

Marland, Sidney P., Career Education: A Proposal for Reform, New York: McGraw-Hill Book Company, 1975.

Martorana, S. W., and Kuhns, Eileen, Managing Academic Change: Interactive Forces and Leadership in Higher Education, San Francisco: Jossey-Bass Inc., Publishers, 1975.

Mayhew, Lewis B., and Ford, Patrick J., Reform in Graduate and Professional Education, San Francisco: Jossey-Bass Inc., Publishers, 1973.

McCarthy, Joseph L., and Deener, David R., The Costs and Benefits of Graduate Education: A Commentary with Recommendations, Washington: The Council of Graduate Schools, 1972.

McFarlane, William H., Howard, A. E. Dick, and Chronister, Jay L., State Financial Measures Involving the Private Sector of Higher Education, Washington: Association of American Colleges, 1974.

McLean, Sandi, The Changing Role of the College Presidency: Essays on Governance, Washington: American Association of State Colleges and Universities, 1974.

Meeth, L. Richard, Quality Education for Less Money, San Francisco: Jossey-Bass Inc., Publishers, 1973.

Melican, Robert L., and Weinstein, Jeffrey L., The Higher Cost of a Higher Education, New England Trends, 1970-75, Wellesley: New England Board of Higher Education, 1974.

Menacker, Julius, From School to College: Articulation and Transfer, Washington: American Council on Education, 1974.

Meyer, Peter, Awarding College Credit for Non-College Learning, San Francisco: Jossey-Bass Inc., Publishers, 1975.

Meyers, Edward M., and Fink, Ira Stephen, Universities and Communities: Can They Plan Together?, Berkeley: University of California, 1974.

Miller, Richard I., Developing Programs for Faculty Evaluation, San Francisco: Jossey-Bass Inc., Publishers, 1974.

Millett, John D., An Outline of Concepts of Organization, Operation, and Administration for Colleges and Universities, Washington: Academy for Educational Development, 1973.

Mood, Alexander M., et. al., Papers on Efficiency in the Management of Higher Education, Berkeley: The Carnegie Commission on Higher Education, 1972.

More than Survival: Prospects for Higher Education in a Period of Uncertainty, San Francisco: Jossey-Bass Inc., Publishers, 1975.

Nibblett, W. Roy, Universities Between Two Worlds, New York: Halsted Press, 1974.

Nova Scotia Royal Commission on Education, Public Services and Provincial-Municipal Relations, Volume III, Education, John Graham, Chairman, Queen's Printer, Halifax, N.S., 1974.

Pace, C. Robert, The Demise of Diversity? A Comparative Profile of Eight Types of Institutions, Berkeley: Carnegie Commission on Higher Education, 1973.

Paltridge, James Gilbert, Hurst, Julie, and Morgan, Anthony, Boards of Trustees: Their Decision Patterns, Report on Research, Berkeley: Center for Research and Development in Higher Education, 1973.

Parekh, Satish B., A Long Range Planning Model for Colleges and Universities, Washington: Phelps-Stokes Fund, 1974.

Petterson, Franklin, Colleges in Consort, San Francisco: Jossey-Bass Inc., Publishers, 1974.

Paying for College: Financing Education at Nine Private Institutions, Hanover: University Press of New England, 1974.

Planning/Universities, Columbus: Ohio Board of Regents, 1974.

Post-Secondary Education in Manitoba, Report of the Task Force on Post-Secondary Education in Manitoba, Michael Oliver, Chairman, 1973.

Powel, John H., Jr., and Lamson, Robert D., An Annotated Bibliography of Literature Relating to the Costs and Benefits of Graduate Education, Washington: The Council of Graduate Schools, 1972.

Powel, John H., Jr., and Lamson, Robert D., Elements Related to the Determination of Costs and Benefits of Graduate Education, Washington: The Council of Graduate Schools, 1972.

Program Budgeting/Universities, Columbus: Ohio Board of Regents, 1973.

Pyhrr, Peter A., Zero-Base Budgeting, New York: John Wiley & Sons, 1973.

Quindry, Kenneth E., and Meyers, Carol S., State and Local Revenue Potential, 1973, Atlanta: Southern Regional Education Board, 1974.

Richman, Barry M., and Farmer, Richard N., Leadership, Goals, and Power in Higher Education: A Contingency and Open-Systems Approach to Effective Management, San Francisco: Jossey-Bass Inc., Publishers, 1974.

Roose, Kenneth D., and Anderson, Charles J., A Rating of Graduate Programs, Washington: American Council on Education, 1970.

Schedule Building and Student Registration/Universities, Columbus: Ohio Board of Regents, 1973.

Schein, Edgar H., Professional Education - Some New Directions, New York: McGraw-Hill Book Company, 1971.

Scholarship for Society: A Report on Emerging Roles and Responsibilities of Graduate Education in America, Princeton: Educational Testing Service, 1973.

Selden, Peter, How Colleges Evaluate Professors: Current Policies and Practices in Evaluating Classroom Teaching Performance in Liberal Arts Colleges, New York: Blythe-Pennington, Ltd., 1975.

Sheffield, Edward F., (ed.), Teaching in the Universities: No One Way, Montreal: McGill-Queen's University Press, 1974.

Sikes, Walter W., and Schlesinger, Lawrence E., Renewing Higher Education from Within, San Francisco: Jossey-Bass Inc., Publishers, 1974.

Stone, Lawrence, The University in Society, Princeton: Princeton University Press, 1974.

Stufflebeam, Daniel I., et al., Educational Evaluation and Decision Making, Itasca: F. E. Peacock Publishers, Inc., 1971.

Swards, Peter deL., and Walwer, Frank K., The Costs and Resources of Legal Education: A Study in the Management of Educational Resources, New York: Columbia University Press, 1974.

Taubman, Paul, and Wales, Terence, Higher Education and Earnings: College as an Investment and a Screening Device, Hightstown: McGraw-Hill Book Company, 1974.

Tetlow, William L., Institutional Research: The Emergence of a Staff Function in Higher Education, Ithaca: Cornell University, 1973. (Unpublished Dissertation)

The Balancing Act, La Salle: Open Court, 1974.

The Federal Role in Post-Secondary Education: Unfinished Business, 1975-1980, San Francisco: Jossey-Bass Inc., Publishers, 1975.

The Institutional Research Practitioner: Problems, Processes, and Procedures, Greenville: East Carolina University, 1974.

The Learning Society, Report of the Commission on Post-Secondary Education in Ontario, Douglas T. Wright, Chairman, Ministry of Government Services, Toronto, 1972. (The Commission published eighteen studies on various topics which are available separately.)

The States and Graduate Education: Report of the Task Force on Graduate Education, Denver: Education Commission of the States, 1974.

Touraine, Alain, The Academic System in American Society, Hightstown: McGraw-Hill Book Company, 1973.

Towards 2000, The Future of Post-Secondary Education in Ontario, (From the Report prepared for the Committee of Presidents of Universities of Ontario by its sub-committee on Research and Planning presented as a brief to the Commission on Post-Secondary Education in Ontario), John Porter, Bernard Blishen, John R. Evans, et. al., McClelland and Stewart Limited, 1971.

Trotter, Bernard, Planning for Planning: Relationships between Universities and Governments, Guidelines to Process, Ottawa: Association of Universities and Colleges of Canada, 1974.

Useem, Elizabeth L., and Michael, The Educational Establishment, Englewood Cliffs: Prentice-Hall, 1974.

Vermilye, Dychman W., Lifelong Learners--A New Clientele for Higher Education: Current Issues in Higher Education, 1974, San Francisco: Jossey-Bass Inc., Publishers, 1974.

Voluntary Support for Public Higher Education, New York: Brakeley, 1974.

Wattenbarger, James L., and Cage, Bob N., More Money for More Opportunity: Financial Support of Community College Systems, San Francisco: Jossey-Bass Inc., Publishers, 1974.

Who Pays? Who Benefits?, Princeton: College Entrance Examination Board, 1974.

Williams, Gareth, Blackstone, Tessa, and Metcalf, David, The Academic Labour Market, New York: American Elsevier Publishing Company, 1974.

Women on Campus: The Unfinished Liberation, New Rochelle: Change Magazine, 1974.